

## THE CORRELATION OF STUDENTS' ANXIETY AND SELF-CONFIDENCE TOWARD THEIR SPEAKING ABILITY

Helda Pebriyana

MTs. NW Tanak Maik, Lombok Timur, NTB

heldapebriyana95@gmail.com

### Abstract

This study was aims to find out whether or not any correlation between students' anxiety and self-confidence toward speaking ability. This study used quantitative method. The study was conducted at the second grade students of MTs NW Tanak Maik in academic year 2017. The total of population was 28 students in one class. The total of sample was 28 students. The technique of data analysis was Pearson Product Moment formula and Multiple Linear Regressions to know the correlation between students' anxiety, self-confidence and speaking ability. The result of computation between speaking and anxiety was 0,683, speaking ability and self-confidence was 0,557, anxiety and self-confidence was 0,437. The result of anxiety, self-confidence and speaking ability was 0,549. It means that those variables were there a correlation, because t-test was higher than t-table. The alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. The result also showed that the value of significant correlation was very high.

**Key Words:** *Anxiety, Self-Confidence and Speaking Ability*

### Abstrak

Tujuan dari penelitian ini adalah untuk menemukan ada atau tidak hubungan antara kecemasan siswa dan kepercayaan diri terhadap kemampuan berbicara. Penelitian ini menggunakan metode kuantitatif. Penelitian telah dilakukan pada siswa kelas dua MTs NW Tanak Maik tahun pelajaran 2017. Jumlah keseluruhan populasi adalah 28 siswa didalam satu kelas. Jadi total sampel yaitu 28 siswa. Tekhnik untuk menganalisa data menggunakan rumus Pearson Product Moment dan Multiple Linear Regresion untuk mengetahui hubungan antara kecemasan siswa, kepercayaan diri dan kemampuan berbicara. Hasil perhitungan antara kemampuan berbicara dan kecemasan yaitu 0,683, kemampuan berbicara dan kepercayaan diri yaitu 0,557, kecemasan dan kepercayaan diri yaitu 0,437. Hasil dari kecemasan, kepercayaan diri dan kemampuan berbicara yaitu 0,549. Artinya, dari semua variable dinyatakan memiliki hubungan, karena t-tes lebih tinggi dari pada t-tabel. Alternatip hipotesa telah diterima dan hipotesa nihil telah ditolak. Hasil juga menyatakan bahwa nilai dari signifikan korelasinya sangat tinggi.

**Kata Kunci:** *Kecemasan, Kepercayaan Diri dan Kemampuan Berbicara*

## INTRODUCTION

Speaking is one of skills that have content in English language subject. This speaking skill in classifying as productive skill because speaking relate to the way of someone produce or discuss an idea or telling an information in the oral form. Besides, speaking commonly used by someone to form, to developing, or conducting a communications interaction between one people with other especially in have

English Language. In this communications, ability in speaking is much needed. How someone can to tell owned idea or give information which have got of precisely language structure goodness or grammar, election of diction or quip, or properties of owned vocabulary it will partake to assist and form ability of someone in speaking.

There were many problems that occurred when the researcher taught during conducting practical teaching

(PPL) at the second grade students of MTs. NW Tanak Maik, the researcher found that they still have difficulties in speaking. Most of them were still difficult how to pronunciation some letters or words in English. Their pronunciation still influenced by the first language. Next in grammatical, they were still difficult to make correct sentences. They have a lot of vocabulary but the problem is they could not distinguish which are noun, adjective, adverb, and verb. That's make them feels Anxiety when they try to speak English in front of class.

Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be describe that someone having low self- confidence, so they cannot get the maximal of their life. Students with high anxiety can create a negative effect in their speaking ability especially in foreign language class.

Self-confidence is a feeling of trust in someone or something, and believes in their own abilities without being cocky, arrogant, or overconfidence. But most of them are very, there is no confidence self, and afraid to take a part in the conversation. When they did a conversation with their friends in front of class, they were long pause, and when the researcher asked them why they stopped, they answered they were anxiety to made mistakes and usually their friends would judges them. In the other words, they were having problem with their confidence.

From description above, the researcher was interested to find out whether or not the correlation of students' anxiety and self-confidence toward their speaking ability at MTs. NW Tanak Maik in academic year 2017/2018.

The purpose of this study was to find out whether or not the correlation

between students' anxiety and self-confidence toward speaking ability at MTs NW Tanak Maik in academic year 2016/2017.

### **Review of Related Literature**

Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test taker's listening skill, necessarily compromises the reliability and validity of an oral production teas. Brown (2003: 140). Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object (Hilgard, Atkinson, & Atkinson, 1971 cited in Scovel, (1991: 18). Based on the understanding of anxiety can be concluded that the speaking anxiety is an emotional state effects the psychological conditions such as feelings of fear, tension, worry, anxiety, and unpleasant circumstances when they speaking in language class.

Self-confidence is broadly defined as a feeling of trust in one's ability, quality, and judgment. (Bandura, 1986). As like Sean Mc Pheat (2010: 10) said that the confidence people are more successful at work because they have a belief in their own abilities to the point that they comfortable handling whatever comes at them.

### **RESEARCH METHOD**

This research was belongs to quantitative research with non-experimental study. Quantitative research was a presentation collecting of the data in form of numeric with statistical. According to Kothari (2004: 3) quantitative research is based on the measurement of quantity or amount.

Therefore, the researcher used correlation research especially explanatory design. It was conducted

when researcher want to explore “the extents to which two or more variables, that was where changes in one variable were reflected in changes in the other” (Creswell, 2008: 358) as research method. According to John Creswell (2008: 356) correlation research that the researcher used a correlation statistical technique to described and measure the degree of association (or relationship) between two or more variables or sets of scores.

In this case, The population in this study involved the whole of second grade of MTs. NW Tanak Maik that consisted of 28 students in one class. The total sample of the second grade at MTs NW Tanak Maik were 28 students of population.

The research instrument was a tool or a research facility used by researcher in collected the data. The instrument that used in this research to collecting the data was questionnaire and test. Questionnaire was applied by the researcher to get the data on the particular technique. The purpose of the test was to measure the comprehension and production the words used in speaking. The test of speaking that used by the researcher was oral test.

In technique of data collection, there were two steps to collecting the data, first step was questionnaire from students' anxiety and self-confidence, the second steps was oral test for speaking. The way that researcher used in collecting the data for the researcher's purpose was by the questionnaire taken from Foreign Language Classroom Anxiety Scale (FLCAS), which was designed by Harwitz et.al (1986). The participants were asking to respond to the 33 FLCAS items referring to their feeling of anxiety experienced during the classes. The responses were got on a 5 point liker scale, where 1 disagreement,

and 5-strong agreement with a statement. 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree and 5=strongly agree which indicated the degree frequency of respondents. The researcher provided a questionnaire for self-confidence that consisted of 4 statements in the form of liker's scale. For positive and negative items the SA (Strongly Agree) given score 4, the A (Agree) given score 3, the DS (Disagree) given score 2 and the SDS (Strongly Disagree) given score 1. In the assessment of speaking, the data obtained by the test. For speaking test, the researcher gave oral test to the students, the researcher asked them to introduce themselves in front of the class with the time minimum 2 minutes and maximum 5 minutes, and then the researcher recorded it. The researcher recorded the students during their speaking in the test, and then the researcher was grades them based on the recording. In the testing of oral test, the researcher gave them score based on five criteria, such as; pronunciation, grammar, vocabulary, fluency, and comprehension.

Techniques of data analysis was the way that used by the researcher in analyzing the data that have been collected. The data gained from speaking test, questionnaire of anxiety and self-confidence, the analysis that used was pearson product moment, multiple linear regression and inferential analysis (interpretation and hypothesis testing).

## **RESEARCH FINDING AND DISCUSSION**

Anxiety is a feeling where some peoples uncertain with their ability or what they want to do. Feeling anxiety can be describing that someone having low self-confidence. Students with high anxiety can create a negative effect in

their speaking ability especially in foreign language class.

Self-confidence is a feeling of students believes in their own abilities without being cocky, arrogant or overconfidence. As like Sean Mc Pheat (2010: 10) said that the confidence people are more successful at work because they have a believer in their own abilities to the point that they comfortable handling whatever comes at them.

The reason why the researcher want to research about the correlation between students' anxiety and self-confidence toward speaking ability, because anxiety and self-confidence was very important in speaking. If students' anxiety level is so high, so, they cannot speak well. Then, students with low self-confidence, of course, they usually afraid to take a part of conversations when they try to speak. They were felt anxiety to make some mistakes.

There were two actions that the researcher has done during the research. First day the researcher gave students speaking test. The researcher gave the instructions for the students and asked them to introduce themselves one by one in front of class. The second day, the researcher gave students questionnaire of anxiety and self-confidence to give a check in the coulombs.

The result of data presented intends to answered the problems in chapter one. To find out the solution of those problems, the researcher defined the result of speaking test score as variable Y was 2032, where to collect the data, the researcher asked the students to introduce themselves one by one in front of the class, then the researcher recorded it during their speaking. The score of anxiety test as variable  $X_1$  was 2292, where to collect

the data the researcher gave the questionnaire to students that consisted of 33 statements. The score of self-confidence test as variable  $X_2$  was 1755, where to collect the data the researcher also gave the questionnaire to students that consisted of 30 statements.

Based on the result of computation from Pearson Product Moment formula and Multiple Linear Regression, it can be stated that, there is a correlation between speaking ability and anxiety, because the higher level of students' anxiety, students more afraid when tried to speak with their friends and students with high anxiety cannot get a maximal score in speaking. Next, there were correlation between speaking ability and self-confidence, because of low self-confidence can make students more feel shy, because most of students with low self-confidence not courage enough to involve in the speaking learning process.

## CONCLUSION AND SUGESTION

### Conclusion

There is a correlation between speaking ability and students' anxiety at second grade of MTs NW Tanak Maik in academic year 2016/2017 r-test  $0,683 > r\text{-table } 0,374$ . It means that students' anxiety will follow the increase or the decrease of learning motivation. There is a correlation between speaking ability and self-confidence at the second grade students of MTs NW Tanak Maik in academic year 2016/2017 r-test  $0,557 > r\text{-table } 0,374$ . It means that self-confidence will follow the increase or the decrease of speaking ability. There is a correlation between students' anxiety and self-confidence at the second grade students of MTs NW Tanak Maik in academic year 2016/2017 r-test  $0,437 > r\text{-table } 0,374$ . It means that self-confidence will follow the increase or the decrease

of students' anxiety. There is a correlation between students' anxiety and self-confidence and speaking ability at the second grade students of MTs NW Tanak Maik in academic year 2016/2017. The researcher gained correlation score  $r=0.549$ . It means that the correlation between both of variables  $X_1$  and  $X_2$  strong enough because "r" score close to +1. It means that students' anxiety and self-confidence will follow the increase and decrease of speaking ability. From the result of computation in significant correlation formula, there was 3,997. It means that correlation between variable y, variable  $x_1$  and  $x_2$  was high significant correlation.

### Suggestion

The students should be more active in teaching learning process especially in speaking to show their own ability, although the students usually have any mistakes on process. The students should be more doing practice the dialogue or talking any things with their friends, it can improve the students' self-confidence without afraid to make some mistakes during learning process. The teachers should give more creative in teaching, such as teaching media, learning tool and handbook to their students before learning process to improve students' spirit in learning, always ask their students to practice some dialogue in front of class every day, it purpose to more in building or improving students' self-confidence and also, it can help in reducing students' high anxiety in speaking. The next researcher must have more competitive in conducting research and use better methodology to get good result to be report than this research. The next researcher could develop the result of this research and writer expects that this thesis become basic knowledge to the next researcher

find the new solution in mastery the language skill.

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